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MONITOR

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A WEEKLY PUBLICATION FOR THE BOWLING GREEN STATE UNIVERSITY COMMUNITY

MARCH 18, 1996

'East Hall' and pedestrian mall to be constructed this summer

The sounds of construction will fill the air on campus this summer.

Groundbreaking for a new classroom/office building is anticipated as early as next month and work on a pedestrian mall in front of the University Union is scheduled to begin the day after May graduation.

The new building, to be called East Hall, will be a trapezoid-shaped, four-story structure. It will house all of the offices of the English department and the American culture studies program as well as provide general use classrooms and computer labs, according to Bob Waddle, director of capital planning.

Although the \$5 million project is billed as a replacement for South Hall, which will eventually be scheduled for demolition, it won't be located in the same spot. East Hall will be constructed in the southeast corner of the open area west of Jerome Library. When South Hall is torn down it will be replaced with landscaping to open the beauty of inner campus to passersby on Wooster Street, Waddle said.

If construction goes according to schedule, the building could be completed in time for use by the 1997 fall semester. The University has selected the bid from Mosser Construction of Fremont for the general contracting and is waiting for release of state funds, Waddle said. Munger Munger + Associates Architects Inc. of Toledo are the architects for the project.

The \$800,000 pedestrian mall in front of the University Union has been awarded to Toledo firms Brooks Contracting Inc. for general contracting and Tas Incorporated Electrical Contractors for the wiring.

When completed, the mall will provide a scenic gathering place with 10 and 18-foot-wide concrete



University officials and architects of the new pedestrian mall meet with the sculptor who will be creating the artwork in the mall's center. A model of the design is on the table.

walkways decorated with strategically placed brick pavers, trees and approximately 50 new outdoor electrical poles with lights. It will also turn the section of Ridge Street next to Hayes and Prout halls from a street into a walkway inaccessible to cars except emergency vehicles.

The mall will be anchored by a brushstroke-shaped brick sculpture in the center designed by Will Nettleship, a California sculptor. The sculpture will be set into the

ground and integrated into the surrounding paths to serve as an amphitheatre for student events or outdoor lectures, the artist explained.

The sculpture is made possible by a state law that adds one percent to all state-funded construction projects over \$4 million for public art. Nettleship's piece was selected by the University, using funds from the Eppler Complex project.

Business Administration looks ahead with Sullivan at the helm

As interim dean of the College of Business Administration for the past year, Jim Sullivan has overseen a planning process to help prepare the college for the next century.

As the planning continues, he will remain at the helm.

Following a national search, Sullivan was selected as the new dean of the college, effective July 1. He was one of four candidates who were interviewed for the position.

"Jim Sullivan is one of our most highly respected campus leaders," said Eloise Clark, vice president for academic affairs. "He comes to his new responsibility with a record of success in all prior experiences. His integrity, depth of knowledge, thoughtful approach and concern for students, staff and faculty will serve the college well as it strives for excellence in the years ahead."

The college, which has an enrollment of nearly 2,400 students, has been continuously accredited by the American Assembly of Collegiate Schools of

Business for more than 40 years. Only 271 of 1,200 colleges and universities in the country offering undergraduate business degrees and 292 of 600 offering master's degrees are currently accredited.

At a time of significant change in the business world and in higher education, the college has been taking a look at its offerings to ensure that it meets the needs of students.

"We're examining what we do and deciding where we want to focus our attention in the future," Sullivan said. "We want to resolve what the College of Business Administration is about. Where do we want to be and how do we get there?"

In the 1980s, when majoring in business was a popular trend, there were as many as 3,900 undergraduate students enrolled in the college. But mirroring nationwide trends in decreasing enrollment the number of students pursuing a business degree began to drop.

Now, as enrollment levels have begun to stabilize and slowly rise, the college is

planning for its next phase.

Two years ago a planning committee of faculty in the college developed a new mission statement. Now, four task forces are focusing on specific aspects of the planning process. They are looking at the criteria for evaluating degree programs, charting a course for retention and recruitment, examining reward systems and developing a measurement and evaluation system for activities of faculty and staff.

A retreat was held last week to allow the members of the four planning committees to share their ideas.

"We're in a changing environment and we need to identify the issues, confront them and decide which ones we need to address to improve the quality of education being offered to our students," Sullivan said.

"I certainly am very honored to be selected (as dean)," he noted. "I look at it as a privilege to work with a lot of outstanding people to make the College of Business Administration even better."

In addition to his one-year stint as interim dean, Sullivan's administrative experience includes serving as associate dean for undergraduate studies from 1990-95 and chair of the Department of Applied Statistics and Operations Research from 1982-90. He is also a professor of statistics.

Sullivan joined the University in 1971. He holds a doctorate in statistics and master's degrees in mathematics, both from Ohio State University. He graduated cum laude with a bachelor's degree in mathematics from Miami University.

He succeeds Fred Williams, who left Bowling Green to become dean of business at Berry College in Rome, Ga.



Jim Sullivan

Retired staffer receives national recognition

During her 27-year career, Fayette Paulsen was one of the highest ranking women officials at the University and worked tirelessly to make students' educational experience a comfortable and meaningful one.

Now she has been recognized nationally for her efforts by being presented a distinguished service award from the National Association for Women in Education. Paulsen retired in 1990 as assistant vice president for student affairs and associate professor of education.

Earlier this month, she received the Esther Lloyd-Jones Distinguished Service Award at the NAWA's 80th anniversary and awards celebration in Chicago.

The award is presented annually to a member of the NAWA who has made exceptional contributions to advance the work of the organization and to "promote human development and learning as lifelong processes and to inform, assist and support women educators in their work with students at all levels of education." Paulsen, according to her colleagues, "has displayed competence, integrity and goodwill in her profession."

She was a founding member and first president of the Ohio College Personnel Association and has received its distinguished service award. Paulsen is the only person in Ohio to have been president of all three state professional personnel organizations.

She also served as chair of several NAWA committees and was a member of the "Tomorrow's Higher Education" project.

The University chapter of Mortar Board national honor society, which recognizes scholastic ability, leadership and dedication to service, was renamed the Fayette M. Paulsen Cap and Gown Chapter in 1989.

MONITOR

Monitor is published weekly by the Office of Public Relations for faculty and staff of Bowling Green State University. The deadline to submit material is 5 p.m. Tuesday, the week before publication.

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Memos

Scholarship offered to high school grad

The Firelands College chapter of Phi Delta Kappa is offering a \$750 scholarship to a graduate of any high school in Erie, Huron or Ottawa counties.

Scholarship applicants must be a sophomore or beyond in any education degree program in an accredited college or university.

The scholarship is awarded on the basis of character, academic ability, school and community involvement.

Scholarship applications are available by contacting Firelands College Student Services at 1-800-322-4787. Applications must be returned by April 15.

BGSU students offered scholarships

Applications are now available for University students to apply for the annual Administrative Staff Council scholarship.

The \$1,000 scholarship is given each year to a part-time or full-time undergraduate student who has at least two semesters of coursework remaining before graduation.

The applicant must be in the top 10 percent of his or her class, must provide leadership and/or service to the University or the community and must demonstrate an unmet financial need.

Applications, including an essay, must be returned by 4:30 p.m. Friday (March 22) to the Center for Archival Collections, fifth floor, Jerome Library. All finalists will be interviewed.

Application forms are available at the offices of financial aid and student employment, the Off-Campus Student Center, the honors program, cooperative education, multicultural affairs, pre-major advising, Firelands College, the Center for Archival Collections, Jerome Library and all college offices.

Deadline nears for day care entrants

As of last Monday approximately 35 applications had been turned in for a lottery for spaces at the new on-campus child care center.

The center, located north of the College Park Office Building, will provide day care for 72 children of University staff and students.

Families may tour the center during an open house from 4-6 p.m. Tuesday (March 19).

Lottery applications are available by writing or visiting Donna Wittwer, benefits manager, 100 College Park Office Building, or calling 2-2113. Applications must be completed and returned to Human Resources by 5 p.m. April 5.

The lottery will be conducted on

April 8 and all entrants will be notified of their status that week. Families whose names are not selected in the lottery will be placed on a waiting list and notified when a space opens that matches their needs.

The center will be operated by WSOS Community Action Inc., a private, non-profit corporation which also provides a Head Start program for pre-kindergarten children in the area. For additional information contact Wittwer.

Classified staff to host President

President Sidney Ribeau and John Laskey, chair of the University Board of Trustees, will be the guests at tomorrow's meeting of Classified Staff Council.

The meeting runs from 9 a.m.-noon and will be held in the Taft Room of the University Union.

In addition to the guest speakers, the CSC agenda will include discussion on the establishment of a joint committee of executive committees, among other business.

Cancer prevention information offered

Faculty and staff can find out what cancers can be prevented and detected during a "Brown Bag Lunch" from noon to 1 p.m. Wednesday (March 20) in the Human Resources Training/Conference Room, College Park Office Building.

James Kettinger, staff physician for Student Health Services, will be providing information on screenings and self examinations that can detect cancer at an early stage when treatment is more likely to be successful.

To register call Yolanda Patton at 2-8421.

University Union hosts Easter lunch

The community is invited to attend an all-you-can-eat Easter Sunday luncheon in the Lenhart Grand Ballroom.

A feast of prime rib, turkey breast, vegetables, salads, fruits and desserts will be available for one price from 11 a.m.-3 p.m. on April 7.

The meal costs \$9.95 for adults, \$8.95 for students and \$4.95 for children aged 4-11. Children aged 3 and under eat free and senior citizens can use the Golden Buckeye card for discount.

For reservations contact Tina at 2-2243.

Point system revised for staff

Until recently the performance evaluations for classified staff were used in the determination of retention points in the event of a lay-off. Under this process, employees received the sum of 100 base points, points based on seniority (one point for every 13 weeks/520

hours of employment) and from 0-10 points based on the average of the last two performance evaluations contained within the individual's personnel file.

The Ohio administrative rule regarding retention points has recently been changed to no longer require the use of performance evaluations in determining retention points. In the event of a layoff in the future, only the base points and seniority points will be used to determine retention points.

Technology workshop offered for faculty

A workshop designed to introduce faculty to the new technologies being used in college teaching will be offered from 2-5 p.m. April 3 in 113 Olscamp Hall.

Equipment demonstrations will be combined with discussion of effective methods for incorporating new technologies with styles.

Topics will include classroom use of computer technology, laser disks, video presenters and more.

University faculty will also share strategies and instruction techniques.

The program is sponsored by Continuing Education, International and Summer Programs, Instructional Media Services and WBGU Learning Services.

Enrollment is limited. To register, or for more information, call 2-8181.

Classified Staff seek nominees

Classified staff have only two weeks to submit self nominations for positions on Classified Staff Council for the 1996-97 academic year.

Positions are open for representatives from the following areas: **planning and budgeting** (a three-year term), **auxiliary support services — food** (a three-year term), **auxiliary support services — food** (a one-year unexpired term), **operations** (two three-year terms), **academic affairs** (two three-year terms), **student affairs** (a two-year term), **University relations** (one three-year term), **part-time staff** (a one-year unexpired term).

Nominations are due by April 1. Ballots will be mailed to all classified staff on April 18 for return by April 30.

Retirees luncheon changes dates

The next luncheon sponsored by the BGSU Retirees Association will be held on March 26 instead of March 27 because of a scheduling conflict.

The program, which begins at noon at the Bowling Green Elk's Club, will feature Irish dancing by local residents.

Members who can not attend on the rescheduled date and those who wish to make reservations should call 2-2708 by noon March 25.

On the bookshelves

Book offers guide for new teachers

The first weeks at the first job are normally stressful while a new employee gets accustomed to the environment. But a classroom offers more than the normal share of challenges.

"Beginning teachers are often unprepared to cope with the overwhelming paperwork, flying spitballs, irate parents, machines that don't work, occasionally cantankerous administrators and other unpredictable challenges of the real-world classroom," said Ronald Partin, a professor of education.

To help new teachers cope with such situations, Partin has written a book called *The Classroom Teachers' Survival Guide*.

Not all teachers survive their "rookie season." Partin estimates that 40 percent leave the profession within the first four years, disillusioned and prematurely burned out.

His new book, published by the Center for Applied Research in Education, a division of Simon & Schuster, features practical options offered by veteran educators who have attended Partin's classes and workshops. There are also tips based on Partin's own research and experience.

"Every other year, I select a topic and try to learn everything I can during the year. The result, generally, is a teacher workshop. This book is based on about five of the workshops I have presented over the years."

After developing an outline for the book, Partin sent it to a number of experienced teachers, mostly former students, for feedback. "I asked them to share with me all of the things they wished they had known when they started out — things they had to learn the hard way," he said.

The resulting "how-to" book is a veritable gold mine of ideas for both new and experienced teachers.

The first chapter is devoted to the first day and first week of school because, Partin said, "research suggests that the teacher's success is determined by the events of the first few weeks of school." Survival tips range from the physical arrangement of the classroom to managing student behavior and using humor in the classroom.

Other chapters discuss lesson planning, alternatives to lecturing, relationships with staff and parents, professional development and effective use of school time.

Partin's book is available at the University Bookstore or by mail from the publisher.

— Marilyn Braatz

Professor explores the history of leisure

Whether we spend our free time at the bowling alley or the concert hall might be more than simply personal preference, a Bowling Green professor's research suggests.

Our attitudes toward leisure and the degree to which our self-image is related to our leisure activities may be significantly shaped by numerous societal pressures, according to Scott Martin, history.



Scott Martin

In *Killing Time: Leisure and Culture in Southwestern Pennsylvania, 1800-1850*, Martin examines the historical shift in thinking about how people should spend their time and how leisure inevitably became a part of larger economic processes and an extension of the market.

His book was released this fall by University of Pittsburgh Press.

Most modern Americans expect to have a certain amount of leisure time each week, along with a vacation each year. But nineteenth-century working- and middle-class Americans, intent on building a new country and their own fortunes, didn't think of taking time off just to relax.

By the beginning of the industrial age, a feeling had arisen among church and educational leaders that the nation as a whole was too materialistic and was spending too much time making money.

In response, various forms of recreation were invented, although "having leisure time was more the province of the middle and upper classes," Martin said, and thus accentuated class and ethnic separations among the population. Even then, middle-class women had to justify being outside the home by engaging only in those activities that supported and promoted the values of the home.

Martin focused his study on an area near Pittsburgh. "Since there were no arts and leisure sections (of the newspaper) at that time, I had to be inventive to look for information," Martin said. He read old diaries, journals, and the minutes of meetings of organizations and spent much time at the Carnegie Library in Pittsburgh poring over microfilm.

A lesson to be learned from studying this era is "to be aware of how much our perceptions of ourselves and people around us are shaped by social conventions, and how much is constructed to benefit certain groups in society," Martin said.

— Bonnie Blankinship



Stephen Horowitz receives flowers from Molly Laffin, director of the Prevention Connection, in addition to the "Outstanding Teacher" plaque presented by Les Sternberg.

Teacher is recognized as outstanding by College of Education and students

An assistant professor of health promotion who makes his students feel as if "what you are saying is the most important thing in the world" was honored last week by the College of Education and Allied Professions.

Stephen M. Horowitz was presented with the "Outstanding Teacher" award and \$1,000 by Les Sternberg, dean. Prior to the presentation, Horowitz explained his teaching style and philosophy in a presentation called "Star Students: the Current Generation."

Horowitz's students describe him as energetic, humorous, thought-provoking, a tough taskmaster and a teacher who makes learning fun.

"He is the most personable professor I've ever had," said Vanya Jones, a senior from Columbus. She is also the student who extolled Horowitz's listening ability.

Horowitz was nominated for recognition by members of the BG H.E.A.L.T.H. Club, an organization of students majoring in health education and health promotion, and selected to receive the award by a faculty committee.

He has taught on the college level for just four and a half years and is in his second year on the Bowling Green faculty. Most of his career has been spent teaching

in non-traditional settings where he planned and coordinated a variety of health and fitness programs for agencies such as the YMCA and developed employee fitness programs in corporate settings.

"But I was getting frustrated," he recalled. "I wasn't teaching much any more, so I couldn't see the direct benefit of what I was doing."

Acknowledging that today's educators must be entertaining as well as knowledgeable, he freely uses humor to make his classes fun and interesting.

"When they can laugh, they listen better and are more open to learning," he said. "My goal is to provide a safe, low risk environment where students are not afraid to ask questions."

"I try to use the critical thinking approach, rather than memorization," he explained. "If it is something that students need to know, I want them to know why it is important. Sometimes, I will deliberately make contradictory statements in a lecture and, when the students look puzzled, I will ask, 'Is there a problem?' It forces them to ask questions, to think things through and draw their own conclusions," he noted.

— Marilyn Braatz

Did You Know?

■ Members of the Men's Chorus won't be wasting away on the beach over spring break. The troupe will be giving more than 15 concerts in Ohio, New York and Maryland between March 21-29.

■ Catherine Cassara, an assistant professor of journalism, has been chosen to participate in the American Society of Newspaper Editors Institute for Journalism Excellence program. She was one of only 20 full-time journalism faculty and administrators nationally who were selected to participate in the program.

Calendar

Monday, March 18

La Mesa Oblicua Lecture Series, "Parent and Student Perspective on College and Major Choice" by Carmen Castro-Rivera, College of Business Administration, noon-1 p.m., Campus Room, University Union.

Lecture, "Cosmic Evolution: the Origins of Matter and Life" by Eric J. Chaisson, director of the Wright Center for Innovative Science Education at Tufts University, 8 p.m., BGSU Planetarium. Free.

Film, Lili Marleen, 8 p.m., Gish Film Theater. In German with English subtitles. Free.

Tuesday, March 19

Classified Staff Council meeting, 9 a.m.-noon, Taft Room, University Union.

Brown Bag Lunch, "Educational Opportunities at Your Doorstep," noon-1 p.m., Human Resources Training/Conference Center, College Park Office Building. Learn about Adult Learner Services and evening credit programs. Call 2-8421 to register.

Films, Dancing Mothers and Son of the Sheik, 7:30 p.m., Gish Film Theater. Part of the Silent Film series. Free.

Concert, woodwind chamber music concert with Jeffrey Lyman and BGSU students, 7:30 p.m., Manor House, Toledo's Wildwood MetroPark. Free.

Concert, Trombone Ensemble, 8 p.m., Kobacker Hall, Moore Musical Arts Center. Free.

Wednesday, March 20

Issues in Cultural Diversity, "A Sharing of Cultures," 10 a.m.-noon, Jerome Library Conference room.

Baseball hosts Michigan State University, 2 p.m., Steller Field.

Discussion, "P.E.A.C.E. TALKS," 7-9 p.m., Alumni Room, University Union. Lecture series promoting ethnic and cultural education.

Film, Personal Belongings, 8 p.m., Gish

Film Theater. Featuring personal appearance filmmaker Steven Bogner.

Presentation, "Free Expression for Women of Color," 8 p.m., Faculty Lounge, Union. Free.

Faculty Artist Series concert, Venti da Camera, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center. Free.

Thursday, March 21

Conversations at the Institute, "Free Will in American Psychological Thought: From Jonathan Edwards to The Bell Curve," Ryan Tweney, 9 a.m., 114 College Park Office Building. This event is rescheduled from a previous date.

Faculty Artist Series concert, Faculty Chamber Players, noon, Bryan Recital Hall, Moore Musical Arts Center. Free.

Presentation, "Ministry to Prisoners" by John Gibboney, a Columbus architect and founder of a ministry to those incarcerated in the prisons of Ohio, 7:30 p.m., St. Thomas Moore Church.

Trumpet Ensemble, 8 p.m., Bryan Recital Hall, Moore Musical Arts Center. Free.

Friday, March 22

Film, Gigi, 7:30 p.m., Gish Film Theater. Free.

Saturday, March 23

Film, The Incredible Journey (1963), 7:30 p.m., Gish Film Theater. Free.

Continuing Events

Planetarium presentation, "Dinosaur Light," 8 p.m. Tuesday and Friday, 7:30 p.m. Sunday through March 22. \$1 donation suggested.

At Firelands

Exhibit, Julius Kusan, through April 5 in the Little Gallery. Gallery hours are 9 a.m.-5 p.m.

Sundance filmmaker visits Wednesday

The director of a documentary presented at this year's Sundance Film Festival will host its screening at the Gish Film Theater at 8 p.m. Wednesday (March 20).

"Personal Belongings" by Independent filmmaker Steven Bogner of Lima played to sold-out houses at Sundance, the premiere showcase for films made outside the major Hollywood studios.

The film details the story of Bogner's father, Bela Bogner, who fought in the 1956 Hungarian Revolution. It shows how the revolution's anniversary touches Bogner and his family in unexpected ways.

The screening is free and open to the public

Employment

FACULTY POSITIONS:

Director of environmental studies program. Half-time appointment. Information regarding the job description, application and the search process can be obtained from the Office of Environmental Studies, 153 College Park Office Building. Call 2-8207.

ADMINISTRATIVE STAFF POSITIONS:

Please contact Human Resources (2-8421) for information regarding the following listings.

Adviser/recruiter (V-020) — educational talent search program. Deadline: March 29.

Assistant director for fitness (M-007) — recreational sports. Deadline: April 15.

Assistant football coach, offense (V-018) — intercollegiate athletics. Deadline: April 12.

Assistant to the director (M019) — Canadian Studies Center. Deadline: March 22.

Videographer/photographer (V-016) — television services. Deadline: April 9.



'Ivy league'

Valerie DeVitt, a senior fine arts major from Ottoville, has been commissioned to paint decorative ivy around the doorways of the offices of the University honors program and sponsored programs and research. The project is funded with a portion of alumni donations provided to the honors program. DeVitt is not only an artist, she is president of the Honors Student Association.

Ohio spring brings tornado weather and renewed information on safety

Pleasant spring breezes blowing in northwest Ohio bring with them the threat of tornadoes.

Each campus building is annually supplied with tornado warning signs which provide information on where to seek cover if a funnel cloud is spotted in the area.

All University staff should familiarize themselves with these instructions, said John Curlis, fire safety inspector in environmental health and safety.

In most cases the best shelter from a tornado is on the lowest floors, in small interior areas of the building, away from outside walls and windows.

Hallways are normally not the best tornado shelters but they are sometimes the only alternative. When using hallways, close doors to external rooms to minimize flying glass and debris.

The tornado siren sounds a steady tone for three to five minutes during an actual warning. Four buildings on campus — Founders Hall, Olscamp Hall, Eppler Complex and the Bowling Green Field House — are equipped with interior warning systems that automatically alert occupants when the Wood County tornado sirens are activated.

The Department of Public Safety initiates a phone tree system to alert

A test of the area's tornado sirens will be conducted at 1:50 p.m. Thursday (March 20).

department offices if a tornado has been seen in the Bowling Green area during the work day. Tornado posters in each building list local radio stations to listen to for weather warnings.

The National Weather Service uses specific terminology for severe weather forecasts. The following terms are frequently used in weather reports:

WATCH: This term, when used with the words tornado or severe thunderstorm, means that tornadoes or severe thunderstorms are possible in the mentioned area. Tornadoes or thunderstorms need not be present for a watch to be issued.

WARNING: This term means the weather event (tornado, severe thunderstorm or flash flood) has been sighted in the area. If a warning is issued, seek shelter immediately.

Call 2-2171 if your area wishes to have a training session on tornado safety and shelters.

Working Draft Campus Technology Plan

MARCH 18, 1996
BOWLING GREEN STATE UNIVERSITY

The purpose of this document is to provide a general technology plan for the University. Each of us can envision ways in which our various tasks, as faculty, staff, and students, might be performed more easily—and our various goals achieved more effectively. This report suggests ways by which Bowling Green State University can harness technology so as to allow all members of the University community to become more efficient and successful.

In recent years, a number of reports regarding educational technology have been prepared at the University. Among the most recent are the BGNet Task Force Report (1995), the Non-Academic Functions Committee Report (1995), and the University Computer Services 5-Year Planning Report (1993). Valuing the work done by our predecessors, we've relied on their recommendations in a number of instances in preparing our own report. We've also derived valuable ideas from technology publications, technology plans from other institutions, and communiqués from various campus groups and individuals.

In order to remain viable and competitive, Bowling Green State University must be a learning community in which students are prepared for the world of today and of tomorrow, and in which intellectual curiosity, active learning, and cooperative learning are encouraged. In a learning community a synergy is at work: everyone is an active learner, curiosity is encouraged, and lifelong learning skills are nurtured.

We believe that technology can help us to create such a community, chiefly by enhancing access to information sources and promoting interactivity. Since technology is a vital part of today's world and will be a vital part of tomorrow's, faculty, staff, and students should be taught to use and appreciate the value of technological resources. The availability of such resources can also help to spark curiosity by facilitating independent learning, can promote active learning by improving access to information sources, and can encourage cooperative learning by facilitating the sharing of information and ideas among University learners.

What particular technological tools do we need at Bowling Green? We need networking that supports communication and the creation of new information products. We need ubiquitous equipment that is state-of-the-art and can adhere to state-of-the-art standards for a reasonable period of time. We need training which

Dear Colleague:

We are pleased to present to the University community a working draft of the comprehensive campus technology plan we are preparing at the request of President Ribeau. We have scheduled two listening sessions this week to hear the comments of faculty, staff and students. The first is Wednesday, March 20, 4-5:15 p.m. in 115 Olscamp Hall. The second, which will have an interactive connection to the Firelands College IDEACenter, is Thursday, March 21, 12-1:15 p.m. in 113 Olscamp Hall. In addition, you can send comments to the committee by e-mail at itc@cba.bgsu.edu. Given the time-line established by the President for completion of the report, e-mail comments should be sent by 9 a.m. Friday, March 22, to insure that they inform the Committee's concluding deliberations.

The Committee was asked to develop models at three different annual expenditure levels: \$10 M, \$7 M and \$4 M. You will notice that although preliminary recommendations at the \$10 M level are included in the working draft, the \$7 M and \$4 M models are not. They have yet to be drafted. The Committee welcomes comments about all aspects of the working draft. However, we are especially interested in receiving suggestions for what should be recommended at the \$4 M and \$7 M expenditure level.

We greatly appreciate the encouragement and support we have received from the campus community. We are looking forward to receiving your comments.

Sincerely,

Campus Technology Plan Steering Committee

Laura Boccanfuso	Gregg Brownell	John DeLaRosa
Linda Dobb	Comer Duncan	Allan Emery
Pat Fitzgerald	Steve Jones	Lou Katzner
Inge Klopping	Joann Kroll	Rich Zera

prepares faculty, staff, and students to redesign work processes, employ new learning and scholarship models, and use audio and visual media, software, and telecommunications—and which also teaches them to explore and continue self-training and life-long learning. We need to maintain an awareness of current technological trends and to constantly modify past planning to bring it up to current standards. In addition, we need an information-age organization which is responsive to the diverse technology needs of the University community, which can advise on building and

telecommunications plans, and which can lead us in new directions.

Convinced that these needs must be met, we on the Technology Plan Steering Committee have provided below our technological vision for the University, as well as our general recommendations for achieving this vision. We recognize that technology issues are complex, diverse, and continually evolving—and that any plan developed today will need to be modified tomorrow. The point of this document is to expand current

horizons and to point the University in a general direction.

We urge the University to take quick and forceful action on the technology front. If it does not, it runs the risk of losing its abilities to educate students effectively, to support high-quality research, to recruit and retain high-quality students and faculty, and to compete successfully with other universities.

The following are the specific components of our technological vision for the University:

1. NETWORK

A comprehensive, high-speed, multi-protocol electronic network (supporting both communication and the distribution of information products incorporating voice, data, and video) should provide faculty, staff, and students with convenient electronic access—in their offices, laboratories, classrooms, and on-campus living quarters—to information sources and to one another. Off-campus students and faculty should have easy access to the on-campus network via telecommunications. Future upgrades should be made to the network so that the University will be able to handle steady increases in Internet traffic.

2. FACULTY/STAFF

All faculty and staff should be provided with state-of-the-art hardware, which meets locally set minimal standards and can be easily networked, as well as state-of-the-art software. A wide range of access options, incorporating multiple platforms (PC's, Macintoshes, workstations, etc.) should be supported.

3. STUDENTS

All students should have access—in on-campus computer and other laboratories (including residence-hall laboratories)—to state-of-the-art computing and communications hardware and software. They should also have such access in their classrooms and on-campus living quarters.

4. CLASSROOMS

State-of-the-art teaching technologies—including multimedia technologies—should be available in class-

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rooms, and faculty should be encouraged to make use of these.

5. VIDEO

State-of-the-art video should be available for both on-campus instruction and distance learning. Students living in the residence halls should have access to the same cable services they would be able to purchase off-campus.

6. RESEARCH

Technology resources necessary for the conducting of research should be available to all members of the University community. The resources needed will, of course, vary from discipline to discipline: in some areas, a desktop computer with word-processing and spreadsheet software, plus access to the Internet, will be enough; in other areas, high-capability workstations, sophisticated software, and available full-text, on-line databases will be needed. Both electronic access to research materials (local and non-local) and electronic dissemination of research results should be facilitated for all disciplines. Electronic processes should be developed by which the results of research can be conveniently used to enhance instruction. The ability of researchers (in many disciplines) to perform computations on one or more machines on campus and manipulate data in their offices, classrooms, laboratories, and living quarters should be enhanced.

7. UNIVERSITY ADMINISTRATION

The paper use and delays associated with transferring information should be reduced through the purchase of up-to-date desktop and mainframe software, the installation of improved data query, reporting, and decision support/executive information systems, and the increased use of both electronic communication and electronic information storage and retrieval. Faculty, staff, and students should have easy access to University financial, academic, and other records and information—and be able to handle as many administrative tasks as possible electronically.

8. TECHNOLOGICAL SUPPORT

Technological training should be readily available—to faculty, staff, and students—so that all members of the University community can fully utilize the technological resources available to them. Training should facilitate the redesign of work processes and the adoption of new learning and scholarship models; it should also equip members of the University community to use audio and video media,

computer hardware and software, and telecommunications. Adequate programming/systems analysis support should be provided to ensure that users are able to make optimal use of technology in the learning enterprise. Since down time costs increase in direct relation to an organization's reliance on technology, maintenance must be readily and promptly available.

9. TECHNOLOGY ADMINISTRATION

Since the pace of technological development is ever-accelerating, mechanisms should be established so that new technological approaches are regularly researched, considered, and, if feasible, developed for use by the University—and so that currently-used approaches and evolving technological needs are continually reassessed. Since systematic and effective integration of technology into all aspects of the learning community requires careful coordination, a chief of technology should be made responsible for overseeing all aspects of technology planning and implementation.

10. PLANNING

A long-range Technology Plan should be adopted by the University, one which supports a regular and substantial investment in technology, the regular replacement of outdated hardware and software, prompt and reliable maintenance, regularly-available, high-quality technology training, and an efficient and effective technology administration.

IMPORTANT FINAL NOTE

Realization of the vision described above will require:

1. Action-oriented administrative commitment, support, and participation in planning and implementation processes.
2. Full realization of the diverse and complex needs of academic and administrative units. Though a centralized Technology Administration is vital to facilitate efficient integration of technological initiatives, the utilization of technology within individual academic and administrative units should reflect a significant element of self-direction and self-management.
3. Incorporation of all major technology costs into ongoing, annual University budgets. All major technology costs should be treated, in other

words, as continuing, rather than one-time costs.

RECOMMENDATIONS

The Campus Technology Plan Steering Committee has been asked to develop five-year expenditure models at three different levels: \$10 M, \$7 M and \$4 M per year. These models are presented below. The expenditure levels represented in them are in addition to current levels of expenditure on information technology. The expenditure levels and specifications in the models are presented for planning purposes only—they will have to be refined and adjusted as implementation proceeds. Fundamental issues such as leasing vs. purchases, decentralization vs. centralization of responsibility and authority, and in-house delivery of services vs. out-sourcing will also have to be addressed during implementation.

Model I: \$10 M Per Year for Five Years

CAMPUS NETWORK INFRASTRUCTURE

Install a "networking infrastructure" that will enable everyone on the campus to access data and related multimedia resources in their offices, classrooms and on-campus living quarters. It should provide for the transmission needs associated with e-mail, CATV, telecommunications, security, etc. Sufficient remote access should be available to meet the demand of off-campus constituencies (students, alumni, faculty/staff, friends and other partners).

Rationale: The networking infrastructure (including remote access) is the cornerstone of access and connectivity.

Estimated annualized cost:
\$2,000,000*

*This figure is based upon preliminary estimates from the Campus Network Project Team and covers ATM connections between buildings and ethernet connections within buildings. It does not include category 5 wiring in all buildings, extending between building speed to local networks and workstations, additional drops, and other important features. A way will have to be found to address these needs in the future. The Campus Technology Plan Steering Committee has not seen the report of the Campus Network Project Team.

FACULTY/STAFF COMPUTER ACCESS

Provide those members of the faculty and staff who need a computer to fulfill

their responsibilities with a fully networked computer of appropriate capacity that meets established institutional standards and is replaced every three years as part of the basic office set-up. Provide graduate teaching assistants requiring a computer to fulfill their instructional responsibilities with at least one computer per office. Make appropriate provisions for computer access for those staff members who do not require a computer for their work on a daily basis.

Rationale: In the learning community of the information age, a networked computer is as essential as a desk and chair. Three years is the accepted standard for the useful life span of a computer.

Estimated annualized cost: (2000 computers x \$3,000 average cost)/3 = \$2,000,000*

*Assumes replacement of 1/3 of the units each year.

STUDENT COMPUTER ACCESS

Provide students with full computer access in computer and other laboratories and living quarters (one port per pillow in the residence halls; remote access for students living off-campus). Strongly encourage (and perhaps eventually require) all students to own or lease a computer with consideration given to subsidizing the cost of university recommended computers.

Rationale: The need for student computer time is rapidly increasing in the information age. Computer laboratories alone do not adequately facilitate the incorporation of information technology throughout all aspects of student learning.

Computer Laboratories

Even though the number of students owning computers will most likely increase, the need for computing time in laboratories will also increase. Additional space will have to be found for computer laboratories. Computers in laboratories should be replaced every three years.

Rationale: Significantly increasing the number of laboratory microcomputers will go a long way toward meeting student demand which will continue to increase for the foreseeable future.

Estimated annualized cost: (1000 computers x \$3,000 average cost)/3 = \$1,000,000

*Assumes replacement of 1/3 of the units each year.

CLASSROOM INSTRUCTION

The University Task Force on Teaching, Learning and Technology is in the process of formulating its recommendations. Although exact cost figures for implementing the Task Force's recommendations are not available at this time, it is imperative that funds be allocated for this purpose. Once that Task Force's report is published and analyzed, the magnitude of this recommendation will have to be reassessed.

Rationale: In addition to the role that other items in this report (e.g., the network infrastructure, the providing of networked desktop computers, the addition of several distance learning classrooms) play in enhancing teaching and learning technology, there are course specific and classroom specific hardware and software needs that must be addressed.

Estimated annualized cost: \$350,000

VIDEO

Provide state-of-the-art campus video capability for on-campus instruction, distance learning and educational/recreational TV in the residence halls. These goals can be achieved by providing intracampus, interactive educational video distribution and residential cable services, improving the functionality of video distribution systems, and creating more distance learning classrooms.

Rationale: The old closed circuit cable system is already at capacity and cannot be expanded to accommodate the needed demands. In addition, the technology that is now available will permit efficient use and (distribution) distributed access and control of video materials.

Estimated annualized cost: \$175,000

RESEARCH AND RESEARCH-RELATED INSTRUCTION

Create an environment in which faculty and students can conduct research requiring high-end computing capabilities by strategically distributing throughout the campus Web/Database Servers and Compute Servers which are replaced every three years. Increase the number of on-line databases available to faculty, students and staff.

Web Servers/Database Servers

Rationale: Conducting research in the information age increasingly requires sufficient computer power for faculty and



students to use the many resources on the web and the growing utility of databases. Placing web/database servers at various locations would promote a more tailored distribution of research resources. It would allow access to information in the form of text, images, and sound in a manner which would more nearly satisfy the needs of particular academic areas. Some researchers need to do statistical computing in addition to web or local database access and use, while others need a sufficiently fast web access mechanism to allow web page construction for teaching at both the graduate and undergraduate levels.

Estimated annualized cost: 3 (servers \$150,000 + peripherals \$35,000 + software \$20,000)/3 = \$205,000

Compute Servers

Rationale: Computer simulation and scientific visualization in the sciences have achieved the status of a separate field, often with an interdisciplinary emphasis. Such a distributed model of access would allow a tailoring of the different needs by distinct areas. With dedicated, multiprocessor computers, the scientific research which can be per-

formed would provide our faculty and student scientists with the resources necessary to conduct research in the information age.

Estimated annualized cost: 3 (servers \$200,000 + peripherals \$35,000 + software \$20,000)/3 = \$255,000

Library Databases

Significantly increase the number of full-text databases available to the campus community on-line.

Rationale: On-line databases are becoming increasingly important research tools for faculty and students and in some instances are supplanting traditional print resources.

Estimated annualized cost: \$100,000

Total estimated annualized cost: \$560,000

ADMINISTRATIVE SUPPORT SERVICES

Maintain and upgrade administrative systems on a regular basis in order to

provide the level of service required by faculty, staff, and students. In this context, administrative systems refers to centralized systems which serve as the primary record-keeping, processing, and dissemination mechanisms of computerized data.

Technologies to provide new capabilities to students and others who serve students: enable students and others to access personal records through a variety of devices, implementation of newer versions of Degree Audit and Transfer Articulation systems, automated classroom scheduling package.

Technologies designed to improve administrative efficiency: provide image processing to digitize and retrieve paper documents electronically, data warehousing to maintain historical institutional data, automated scheduling package for Computer Services production runs, enhancements in report-generation capabilities for end-user, electronic system for student employee time collection.

Upgrades to existing technologies to either provide more reliable service or enhance capabilities: replace obsolete

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cashiering system and Student Loan Collection System in Bursar's area, upgrade audio-response system for Registration and Records.

Maintaining currency in administrative computing: upgrades of existing systems and acquisition of new ones.

Rationale: Out-of-date administrative systems result in significant costs as measured by staff, faculty and student time. They also result in an environment in which students are not well served. This can have a significantly negative impact on both retention and recruitment of students.

Total estimated annualized cost: \$700,000

TECHNOLOGY SUPPORT SERVICES

Software

Investigate procuring site licenses for selected, widely-used desktop software programs.

Rationale: The procurement of site licenses for selected software could be highly cost effective.

Personnel-intensive Support

Provide the personnel-intensive technology support services necessary for the networked infrastructure to meet effectively the needs of end-users and the institution. Individual services may be centralized or distributed, provided in-house or out-sourced, etc. depending upon which arrangement is most effective and cost-efficient. These services include the following:

General training support to assess technology training needs, design, and conduct training sessions, as well as manage alternative training modes (CBT, video, etc.);

Instructional training support and incentives to assist and encourage faculty to integrate fully information technology into instruction;

Documentation to provide printed and electronic assistance for various packages and technologies;

Help Center support to provide individual assistance to walk-in clients, as well as telephone and electronic requests for help;

Consulting support to be dispatched to client offices to render assistance;

Administrative systems liaison support to assist offices in understanding and effectively utilizing administrative systems, as well as to write ad hoc reporting programs;

Networking and microcomputer



administration support to assist with system needs;

Technician support to maintain the web/database and compute servers required for research and research-related instruction;

Hardware and network maintenance support to maintain micros, printers, and networks;

Systems programming support to insure that the basic functionality and interoperability of mainframe and server systems be developed in an optimum fashion;

Systems analysis and programming support to ensure the development and maintenance of responsive systems to meet client needs;

Web development support to provide a consistent and accurate window into the University;

New technology development support to ensure new technologies and the opportunities for their use at BGSU are fully explored on a continuing basis.

Rationale: A fully networked information environment with state-of-the-art administrative, instructional and research systems can only be effectively utilized if the appropriate support services are readily available. In addition, as information technology becomes more and more fully integrated into the life of the community, the costs associated with down-time, under utilization of system capacities, etc. increase dramatically. All the literature on the topic indicates that substantially more must be spent on support services than on hardware and software. Al-

though some of this support comes from in-kind contributions of time by end-users, it is imperative that support services be adequately funded. It is recommended that 40% of the new funds allocated to information technology other than the basic network infrastructure, be used to provide computer support services.

Estimated annualized cost: \$3,215,000

TECHNOLOGICAL SERVICES ADMINISTRATIVE STRUCTURE

Select a Chief of Technology reporting to the President through a national search. This individual should be responsible for all technology-related services at BGSU and carrying out the technology plan adopted for the campus.

Rationale: With the increasingly important role information technology will play in higher education as the information age evolves, it is imperative that the institution take a carefully planned and fully-coordinated approach led by an experienced individual reporting at the appropriate level.

Estimated annualized cost: Included under Technology Support Services

Priorities

[Section to be added.]

As a result of its deliberations, the Committee believes that expenditures of \$10M per year for five years is the minimum that the institution can afford to spend if it is going to keep pace with the increasing role information technology is playing in higher education in the information age. The committee also believes that expenditures on information technology will most likely have to increase rather than decrease in subsequent years. Aggressive and creative partnering with the private sector can alleviate some of the strain adoption of this model will place on institutional budgets. However, even with effective partnering, it will not be possible to implement a technology plan that effectively meets the needs of our learning community without making significant adjustments in budgetary priorities.

The committee has been asked to provide models for lower expenditure levels and these are presented below. We believe that careful attention to the limitations imposed by these models clearly demonstrates their deficiencies in meeting the needs of our community.

Model II: \$7 M Per Year for Five Years

[Section to be added.]

Model III: \$4 M Per Year for Five Years

[Section to be added.]